

Table 8.2.3**Humanities Stream**

Position	Name of the School	Student	Marks	Percentage
I	DAV PUBSCH PUSHPANJALI ENCL. PITAMPURA DELHI	VAISHALI	476	95.20
II	DAV PUBSCH PUSHPANJALI ENCL. PITAMPURA DELHI	KRITIKAUL	475	95.00
III	DAV MODEL SCHOOL DURGAPUR BURDWAN WB	MADHURIMA KUNDU	474	94.80

Table 8.2.4**Vocational Studies**

Rank	Name of the School	Student	Marks	Percentage
I	KULACHI HANSRAJ MODEL SCHOOL ASHOK VIHAR	MISTHI VOHRA	458	91.60
II	SSLATA SETHI DAV PUB SCH MAUSAM VIHAR DELHI	SHRESTHA BHARTI	439	87.80
III	KULACHI HANSRAJ MODEL SCHOOL ASHOK VIHAR DEL	KRITIKA GROVER	436	87.20

8.3 Laureate Certificates

We have set up a tradition of awarding ‘**Laureate Certificates**’ to the DAV students scoring the highest marks in a subject. The number of Laureate Certificates issued in each subject in **Class-XII** are documented in the Table **8.3.1**.

The ‘**Laureate Certificates**’ are awarded under the joint signatures of the President, DAV College Managing Committee and the General Secretary, DAV College Managing Committee.

Table 8.3.1**Subject-wise Highest Marks Secured by DAV Students at
Senior Secondary Level: 2012**

Subject Code	Subject	Max. Marks	No. of Students
41	MATHEMATICS	100	74
48	PHYSICAL EDUCATION	100	33
49	PAINTING	100	20
34	MUSIC HIND.VOCAL	100	19
44	BIOLOGY	100	15
54	BUSINESS STUDIES	100	10
43	CHEMISTRY	100	8
42	PHYSICS	100	5
55	ACCOUNTANCY	100	4
30	ECONOMICS	100	3
65	INFORMATICS PRAC.	100	3
35	MUSIC HIND.INS.MEL	100	1
36	MUSIC HIND.INS.PER	100	1
46	ENGG. GRAPHICS	100	1
56	DANCE-KATHAK	100	1
83	COMPUTER SCIENCE	100	1
685	DESG & PAT MAKING	100	1
322	SANSKRIT CORE	99	3
52	APP-COMMERCIAL ART	99	2
301	ENGLISH CORE	99	2
302	HINDI CORE	99	2
28	POLITICAL SCIENCE	99	1
37	PSYCHOLOGY	99	1
39	SOCIOLOGY	99	1
64	HOME SCIENCE	98	3
29	GEOGRAPHY	98	2
699	IT SYSTEMS	98	1

Subject Code	Subject	Max. Marks	No. of Students
66	ENTREPRENEURSHIP	97	5
45	BIOTECHNOLOGY	97	2
53	FASHION STUDIES	97	1
67	MULTIMEDIA & WEB T	96	2
701	DTP CAD & MULTIMED	96	1
2	HINDI ELECTIVE	95	7
27	HISTORY	95	5
113	ORIYA	95	3
72	MASS MEDIA STUDIES	95	1
686	CLOTHING CONST	95	1
724	B POS SKILLS	94	1
700	BUSINESS DATA PROC	93	1
101	FUNCTIONAL ENGLISH	92	3
104	PUNJABI	90	1
723	INT TO FINANCL MKT	90	1
684	TEXTILE SCIENCE	89	1
51	SCULPTURE	83	1
111	MANIPURI	67	1

Inference:

At Senior Secondary Level in 2012 maximum students have scored the highest marks in Mathematics, followed by Physical Education, Painting, Music Hind. Vocal, Biology and Business Studies.

CHAPTER IX

The DAV Merit Holders

The DAV has a tradition of honouring meritorious performance. In recognition of the high academic performance, the students who scored 90% and above marks in Senior Secondary have been designated as high achievers as they have demonstrated outstanding academic promise. In appreciation of their commendable performance, the President, DAV College Managing Committee, New Delhi had awarded *Certificate of Achievement* to **1494** meritorious students who excelled in the CBSE Examination held in 2011.

Every year the number of students at Std XII level has been increasing. It is heartening to note that students from DAV Public/Model Schools are showing a commendable performance.

Senior Secondary Level

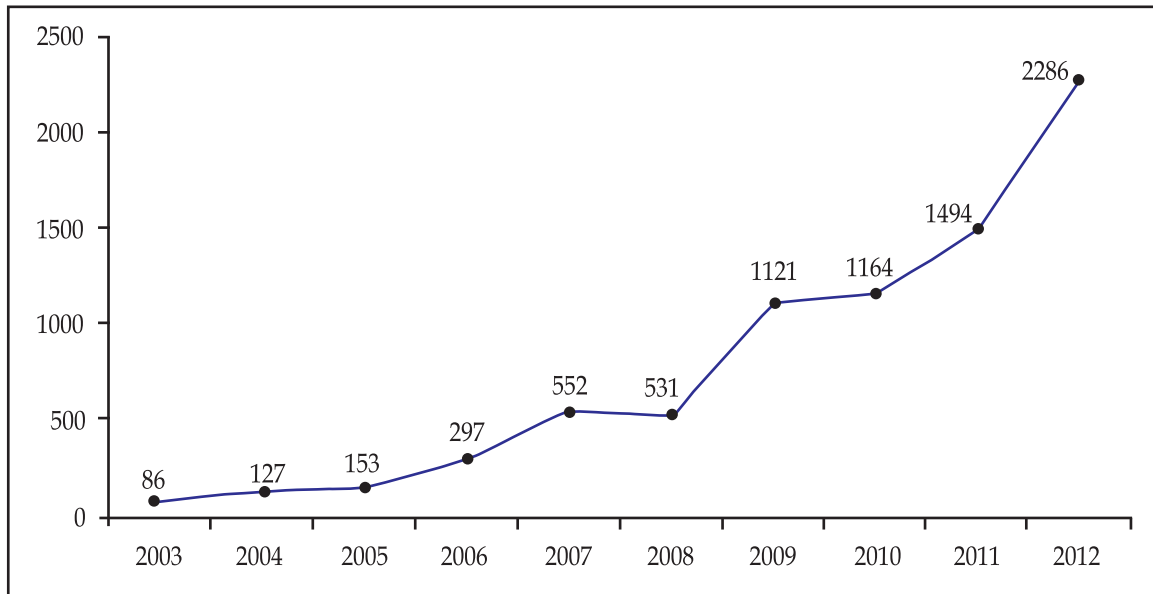
The total number of students who obtained 90% and above in 2011 were **1494** and this year it is **2286**. This year the following students from our schools as depicted in the Table at 9.2 will be awarded the **Certificate of Achievement** by the President, DAV College Managing Committee for having secured 90% or more marks in the aggregate in the Senior Secondary Examination held by CBSE in March, 2012:-

Table 9.1

Students Scoring 90% & Above in Std XII

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
XII	86	127	153	297	552	531	1121	1164	1494	2286

The graphical representation of data shown in Table 9.1



Inference:

The graph relating to Table 9.1 shows an incline in performance. Most noteworthy is the performance of the students at the **Senior Secondary level** in 2012.

This year at the Senior Secondary level the number of students scoring 90% and Above in the aggregate has increased substantially as compared to the 2011 CBSE Examination. Total number of students who obtained 90% and Above in 2011 were 1494 and this year is 2286. The number has increased by 792. This year the following number of students from our schools as depicted in the Table at 9.2 will be awarded the **Certificate of Achievement** by the President, DAV College Managing Committee for having 90% or more marks in aggregate in the Senior Secondary Examination held by CBSE in March, 2012.

Table 9.2**List of Merit Position Holders in Std XII**

Sl. No.	Zone	School Name	No. of Students in the School
1	AP	DAV PUBLIC SCHOOL R K PURAM HYDERABAD AP	4
2		DAV PUBLIC SCHOOL VELACHERRY CHENNAI TN	16
3	BR-1	DAV PUBSCH URVARAK NGR HFC BARAUNI BEGUSARAI BR	2
4		DAV CENTENARY PUBSCHOOL RAILWAY RD SIWAN BIHAR	1
5		DAV PUBLIC SCHOOL CANTT ROAD KHAGAUL PATNA BIHAR	5
6		DAV PUBSCH KHABRA DARBHANGA ROAD MUZAFFARPUR BR	2
7		DAV PUBLIC SCHOOL B S E B COLONY PATNA BIHAR	113
8		BR DAV PUBLIC SCHOOL BARAUNI R T BEGUSARAI BR	9
9		DAV PUBLIC SCHOOL PHULWARI SHARIF PATNA BR	4
10		DAV PUBSCH NR BMP CAMPUS PO DUMRI BEGUSARAI BR	5
11		SR DAV PUBSCH CHUNAPUR RD AERODROME PURNIA BR	1
12		DR DUKHAN RAM DAV PUBSCHOOL DANAPUR PATNA BR	4
13	BR-2	DAV PUBLIC SCHOOL CANTONMENT AREA GAYA BIHAR	10
14		DAV PUBSCHOOL RAMGHARIA MOHALLA ARA BHOJPUR BR	3
15		DAV PUBLIC SCHOOL DAYANAND VIHAR AURANGABAD BR	1
16		DAV PUBLIC SCHOOL COLLEGE RD ROTARY CAMPUS GAYA	9
17		DAV PUBSCH PO MAHANANDPUR BR SHARIF NALANDA BR	1
18		G DEVI DAV PUBSCH BHANDARKOLA SATAR RD DEOGARH	1
19	CH	DAV MODEL SCHOOL SECTOR 15-A CHANDIGARH	9
20		DAV PUBLIC SCHOOL SECTOR 8-C CHANDIGARH	2
21	DEL	DAV PUBLIC SCHOOL DAYANAND VIHAR DELHI	56
22		DAV PUBLIC SCHOOL SRESHTHA VIHAR DELHI	71
23		SSLATA SETHI DAV PUBSCH MAUSAM VIHAR DELHI	11
24		AG DAV CENTENARY PUBSCH DR MUKHERJEE NAGAR DLI	8
25		DAV CENTENARY PUBLIC SCHOOL NARELA DELHI	2
26		DARBARI LAL DAV MODEL SCH SHALIMAR BAGH DLI	29
27		DAV PUBLIC SCHOOL SECTOR VII ROHINI DELHI	22
28		KULACHI HANSRAJ MODEL SCHOOL ASHOK VIHAR DLI	44
29		DARBARI LAL DAV MODEL SSS PITAMPURA DELHI	53
30		DAV PUBSCH PUSHPANJALI ENCL. PITAMPURA DL	40
31		DAV PUBLIC SCHOOL ASHOK VIHAR PHASE IV DELHI	8
32		HANSRAJ MODEL SCHOOL RD 73 PUNJABI BAGH ND	50
33		DAV CENTENARY PUBSCH PASCHIM ENCL. ROHTAK RD ND	10

Sl. No.	Zone	School Name	No. of Students in the School
34		JHABBAN LAL DAV PUBSCH PASCHIM VIHARN DELHI	8
35		DAV PUBSCHOOL CHANDER NGR JANAK PURI NEW DLI	9
36		VEDA VYASA DAV PUBLICSCH VIKASPURI ND	23
37		DAV PUBLICSCH SECT B-PKT-1 VASANT KUNJ ND	8
38		SURAJ BHAN DAV PUBLICSCH VASANT VIHAR ND	5
39		DAV PUBLICSCH KAILASH HILLS EOK ND-65	7
40	GM	JH AMBANI SCHOOL LODHIVALI CHOWK RAIGAD MR	6
41		DAV PUBLICSCH NEW PANVEL MUMBAI MAHARASTRA	13
42		DAV PUBLICSCHOOL AIROLI NAVI MUMBAI MR	9
43		DAV PUBLICSCHOOL NERUL NAVI MUMBAI MR	15
44		DAV PUBLICSCHOOL PUNE MAHARASHTRA	28
45		JH AMBANI PETROCHEMICALS ENG.MED.SCHL RAIGAD MP	2
46		ADANI DAV PUBSCH NANA KAPAYA KUTCH	3
47	HAR-1	KALI RAM DAV PUBLICSCHOOL SAFIDON JIND HRY	3
48		DAV PUBLICSCHOOL PANIPAT HARYANA	14
49		DAV CENTENARY PUBSCH TOHANA FATEHABAD HARYANA	1
50		DAV CENTENARY PUBSCHOOL SEC 11-12 PANIPAT HRY	11
51		SBP DAV CENTENARY PUBSCH FATEHABAD HARYANA	15
52		DAV CENTENARY PUBSCHOOL URBAN ESTATE JIND HRY	19
53		DAV PUBLICSCHOOL ASSANDH DT. KARNAL HRY	1
54	HAR-2	POLICE DAV PUBLICSCHOOL AMBALA CITY HARYANA	3
55		DAV SR SEC PUBLICSCHOOL AMBALA CITY HARYANA	19
56		DAV PUBLICSCHOOL NARAINGARH HARYANA	5
57	HAR-3	DAV SR PUBLICSCHOOL SURAJPUR PANCHKULA HRY	5
58		DAV PUBLICSCHOOL YAMUNA NAGAR HARYANA	2
59		DAV CENTENARY PUBLICSCHOOL SIRSA HARYANA	9
60		MAJ RN KAPOOR DAV PUBSCHOOL AMBALA CANTT HRY	2
61		K B DAV CENTENARY PUBSCH SEC 7-B CHANDIGARH	21
62		SRD DAV CENT PUBSCHOOL RANIA DT. SIRSA HRY	1
63	HAR-4	DAV PUBLICSCHOOL SECTOR 37 FARIDABAD HARYANA	9
64		DAV PUBLICSCHOOL SECTOR 14 FARIDABAD HARYANA	17
65		KL ARYA DAV PUBLICSCHOOL HISSAR HARYANA	11
66		DAV CENTENARY PUBSCHOOL ROHTAK HARYANA	15
67		DAV MULTIPURPOSE PUBSCH SECTOR 15 SONIPAT HRY	4
68		DAV PUBLICSCHOOL BALLABGARH FARIDABAD HARYANA	4
69		DAV PUBLICSCHOOL SAINIK COLONY FARIDABAD HRY	5

Sl. No.	Zone	School Name	No. of Students in the School
70		DAV PUBLIC SCHOOL NH 3 NIT FARIDABAD HRY	5
71		JP DAV PUBSCH GANAUR SONIPATH HARYANA	1
72		POLICE PUBSCH NEW POLICE LINE COLONY HISSAR HRY	1
73	HAR-5	DAV PUBLIC SCHOOL SECTOR 14 GURGAON HARYANA	135
74		M L S DAV PUB SCHOOL NARNAUL MOHINDERGARH HRY	8
75	HAR-6	DAV CENTENARY PUBSCH PEHOWA KURUKSHETRA HRY	1
76		DAV PUBLIC SCHOOL CHEEKA KAITHAL HARYANA	2
77		OS DAV PUBLIC SCHOOL KAITHAL HARYANA	48
78		DAV PUBLIC SCHOOL SEC 3 U E KURUKSHETRA HRY	7
79		DAV SR. SEC. SCHOOL PUNDRI KAITHAL HARYANA	6
80	HP-1	DAV PUBLIC SCHOOL PALAMPUR KANGRA HP	4
81		IB DAV PUBSCHOOL NARWANA YOL CAMP KANGRA HP	1
82		DAV PUBLIC SCHOOL SECTOR - IV NEW SHIMLA HP	4
83		DAV PUBLIC SCHOOL ALAMPUR KANGRA HP	1
84		DAV SR SEC PUBSCHOOL LAKKAR BAZAR SHIMLA HP	5
85	HP-2	DAV SIRMOUR PUBLIC SCHOOL PAONTA SAHIB HP	3
86		DAYANAND PUBLIC SCHOOL THE MALL SHIMLA HP	14
87		M R A DAV PUBLIC SCHOOL ANAND COMPLEX SOLAN HP	1
88		DAV A VIDYA NIKETAN DARLAGHAT ARKI SOLAN HP	3
89		DAV PUBLIC SCHOOL PARWANO SOLAN HP	2
90	HP-3	DAV SR SEC PUBSCHOOL SECTOR 8 PANCHKULA HRY	1
91		HANSRAJ PUBLIC SCHOOL SECTOR 6 PANCHKULA HARYANA	6
92	HP-4	DAV PUBSCH RAJENDER NGR SAHIBABAD GHAZIABAD UP	13
93		DAV CENTENARY PUBSCH SEC 56 NOIDA G B NAGAR UP	1
94		DAV CENTENARY PUBSCH CHANDER NGR GHAZIABAD UP	5
95		DAV CENTENARY PUBLIC SCHOOL J PUR HARIDWAR UA	11
96		DAV PUBLIC SCHOOL DEFENCE COLONY DEHRADUN UA	10
97		DAV PUBLIC SCH PRATAP VIHAR GHAZIABAD UP	1
98	HP-5	DAV SR SEC PUBLIC SCHOOL BARMANA BILASPUR HP	1
99		DAV CENTENARY PUBSCH JAWAHAR NAGAR MANDI HP	9
100		DR DEVI CHAND DAV PUBLIC SCHOOL MOHAL KULLU HP	1
101		DAV PUBLIC SCHOOL BILASPUR HP	2
102		DAV PUBLIC SCHOOL GHUMARWIN BILASPUR H.P.	3
103	JH	DAV PUBSCH DUDHICHUA PROJECT JAYANT SIDHI MP	6
104		DAV PUBLIC SCH BCCL KOYLA NGR DHANBAD JHARKHAND	48
105		DAV PUBLIC SCHOOL MOONIDIH PROJECT DHANBAD JH	11

Sl. No.	Zone	School Name	No. of Students in the School
106		DAV PUBLIC SCHOOL SECTOR-IV B S CITY BOKARO JH	6
107		DAV MODEL SCHOOL C F R I DHANBAD JHARKHAND	4
108		DAV PUBLIC SCHOOL RAJRAPPA PROJ HAZARIBAGH JH	1
109		DAV PUBLIC SCHOOL ARA KUJU AREA HAZARIBAGH JH	1
110		TATA DAV PUB SCHOOL TISCO HAZARIBAGH JHARKHAND	2
111		DAV PUBLIC SCH N T S BARKAKHANA HAZARIBAGH JH	2
112		DAV CENTENARY PUBLIC SCHOOL BANIAHIR DHANBAD JH	4
113		DAV PUBLIC SCHOOL ITKI ROAD PO HEHAL RANCHI JH	26
114		TATA DAV SCHOOL JAMADOBA DHANBAD JHARKHAND	4
115		DAV PUBLIC SCHOOL KATHARA BOKARO JHARKHAND	1
116		DAV PUBLIC SCHOOL C C L GIRIDIH JHARKHAND	3
117		DAV PUBLIC SCHOOL DUGDA COAL WASHERY BOKARO JH	2
118		DAV PUBLIC SCHOOL PO SAWANG COLLIERY BOKARO JH	2
119		BRL DAV PUB SCHOOL BHANDARIDAH BOKARO JHARKHAND	2
120		SJ DAV PUBSCH CHAIBASHA SINGHBHUM W JHARKHAND	1
121		BNS DAV PUBSCHOOL BULAKI RD GIRIDIH JHARKHAND	39
122		DAV PUBLIC SCHOOL GANDHI NAGAR CCL RANCHI JH	12
123		DAV KAPIL DEV PUBSCHOOL KADRU RANCHI JH	22
124		M K DAV PUBSCH CHIANKI DALTONGANJ PALAMAU JH	9
125		PVSS DAV PUBSCH JHUMRITELAIYA KODERMA JHARKHAND	7
126		DAV PUBLIC SCHOOL BARIATU ROAD RANCHI JHARKHAND	10
127		DAV PUBLIC SCHOOL CANARY HILL ROAD HAZARIBAGH JH	16
128		AGRASEN DAV PUBSCH BHARECH NGR HAZARIBAGH JH	1
129		M B DAV PUBLIC SCHOOL LOHARDAGA JHARKHAND	2
130		DAV MODEL SCHOOL DURGAPUR BURDWAN WB	65
131		DAV PUBLIC SCHOOL ROOP NARAYANPUR BURDWAN WB	13
132		DAV PUBLIC SR SEC SCHOOL BINA SONEBHADRA UP	6
133		DAV PUBSCHOOL ANPARA THERMAL PROJ SONEBHADRA UP	1
134		DAV PUBLIC SCHOOL T P P RIHAND NGR SONEBHADRA UP	2
135		DAV PUBLIC SCHOOL KHADIA(NCL) SONBHADRA UP	1
136		DAV PUBSCH BISTUPUR JAMSHEDPUR SINGHBHUM E JH	45
137		DAV PUBLIC SCHOOL ADITYAPUR SINGHBHUM W JH	5
138		DAV PUBSCH LOHARDAGA ROAD GUMLA JHARKHAND	1
139		DAV PUBSCHOOL KANYAPUR ASANSOL BARDDHAMAN WB	1
140	MPCG	DAV PUBLIC SCHOOL VASANT VIHAR BILASPUR CG	7
141		DAV PUBSCH H U D C O BHILAI DURG CG	5

Sl. No.	Zone	School Name	No. of Students in the School
142		DAV PUBLIC SCHOOL ACC JAMUL DURG CG	1
143		DAV ACC PUBLIC SCHOOL KYMORE DT KATNI MP	1
144		DAV PUBLIC SCH GEVRA PROJECT DT. KORBA CG	2
145		DAV PUBSCH SECL KUSMUNDA KORBA CG	5
146		DAV PUBSCH SECL BARTUNGA CHIRIMIRI KOREA CG	1
147		DAV PUBLIC SCHOOL SECL BISHRAMPUR SURGUJA CG	3
148		DAV BURHAR PUBSCHOOL PAKARIA BURHAR SHAHDOL MP	3
149		DAV PUBSCH BHATGAON AREA SECL SURGUJA CG	1
150	ORWB	DAV PUBSCH IMPHAL SANGAKPHAM MANIPUR	1
151		DAV PUBSCHOOL RANGIT NAGAR SIKKIM	2
152		DAV PUBLIC SCHOOL BHUBANESHWAR OR	64
153		DAV PUBSCHOOL MCL JAGANNATH AREA ANGUL OR	2
154		DAV PUBSCH BRAJRAJ NAGAR JHARSUGUDA OR	2
155		DAV PUBSCHOOL CHANDRASEKHARPUR BHUBANESWAR OR	75
156		DAV PUBLIC SCHOOL SEC 6 MARKAT NGR CUTTACK OR	24
157		DAV PUBLIC SCHOOL ROURKELA DT SUNDERGARH OR	4
158		DAV PUBSCH MCL KALINGA RD MAHENDRAPUR ANGUL OR	9
159		DAV PUBSCH GANDHI NGR BERHAMPUR GANJAM OR	10
160		ATREYEE ENG MEDSCHOOL MONGALPUR W DINAJPUR WB	4
161		DAV PUBLIC SCHOOL POKHARIPUT BBSR OR	24
162		DAV MODEL SCHOOL IIT KHARAGPUR WB	12
163		DAV PUBLIC SCHOOL DVC MTPS BANKURA WB	1
164		DAV PUBSCH NTPC/TTPS TALCHER THERMAL ANGUL OR	2
165		DAV PUBSCH MCL HQ ANAND VR BURLA SAMBALPUR OR	10
166		DAV PUBSCH KANSBAHAL SUNDARGARH OR	4
167		DAV PUBLIC SCHOOL D B ROAD MIDNAPUR WB	2
168	PB-1	DAV PUBLIC SCHOOL LAWRENCE ROAD AMRITSAR PB	54
169		POLICE DAV PUBLIC SCHOOL POL LINES AMRITSAR PB	1
170		MKD DAV PUBSCHOOL NESHTA ATTARI AMRITSAR PB	1
171		DAV INTL. SCHOOL VERKA CHOWK AMRITSAR PB	11
172	PB-2	MHS AGRI COLLEGIATE SCH NAGBANI JAMMU TAWIJ&K	15
173		DAYANAND MODEL SR SEC SCHOOL JALANDHAR PUNJAB	8
174		BBMB DAV PUBLIC SCHOOL TALWARA TOWNSHIP PUNJAB	4
175		DR M C M DAV PUBLIC SCHOOL PATHANKOT PUNJAB	2
176		DRV DAV CENT PUBSCHOOL PHILLAUR JALANDHAR PB	2
177		POLICE DAV PUBSCH JALANDHAR CANTT PUNJAB	15

Sl. No.	Zone	School Name	No. of Students in the School
178		LALA J N DAV MODEL SCH KABIR NAGAR JALANDHAR PB	1
179	PB-3	DAV CENTENARY PUBLIC SCHOOL MALERKOTLA PUNJAB	1
180		DAV PUBLIC SCHOOL PATIALA PUNJAB	31
181		L I D G DAV CENT. PUBSCHOOL JALALABAD(W) PB	2
182		DAV PUBLIC SCHOOL KOTKAPURA FARIDKOT PB	2
183		DAV CENTENARY PUBLIC SCHOOL NABHA PATIALA PB	3
184		H M DAV PUB SCHOOL MALWAL RD FEROPUR CITY PB	2
185		R K G DAV PUBSCHOOL GURU HARSAHAI FEROPUR PB	4
186		SMT K B DAV CENT PUB SCH FAZILKA FEROPUR PB	4
187		B B B DAV PUBLIC SCHOOL MOONAK SANGRUR PB	2
188		DAV PUBLIC SCHOOL PHASE X MOHALI PUNJAB	3
189		PB-4	DAV CENTENARY PUBLIC SCHOOL UNA HP
190	DAV PUBLIC SCHOOL HAMIRPUR HP		4
191	DAV PUBLIC SCHOOL DEHRA GOPIPUR KANGRA HP		11
192	M I A DAV PUBLIC SCHOOL MEHATPUR UNA HP		2
193	DAV PUBLIC SCHOOL B R S NAGAR LUDHIANA PUNJAB		42
194	B B M B DAV PUBSCH NANGAL TOWNSHIP PUNJAB		2
195	DAV PUBLIC SR SEC SCHOOL BHAROLI DT KANGRA HP		1
196	DAV PUBSCH SARABHA NAGAR EXTN LUDHIANA PUNJAB		6
197	PB-5	C M DAV SR SEC PUBSCH MANDI DABWALI SIRSA HRY	2
198		L R S DAV SR SEC MODEL SCHOOL ABOHAR PB	6
199		R B DAV SR SEC PUBLIC SCHOOL BHATINDA PUNJAB	2
200		DAV EDWARD GANJ PUBLIC SCHOOL MALOUT PUNJAB	10
201		S D K L DAV CENTENARY PUBLIC SCHOOL MANSA PB	2
202		J N J DAV PUBLIC SCHOOL GIDDARBHA MUKTSAR PB	7
203	RJ	DAV CENTENARY PUBLIC SCHOOL ADARSH NAGAR AJMER	4
204		DAV CENTENARY PUBSCHOOL VAISHALI NAGAR JAIPUR	11
205		DAV PUBLIC SCHOOL TALWANDI KOTA RAJASTHAN	53
206		MANGALAM DAV PUBLIC SCHOOL MORAK KOTA RAJ	1
207		P B DAV PUBSCH BINANIGRAM PINDWADA SIROHI RAJ	1
208	UPUL	DAV PUBLIC SCHOOL KOTDWAR PAURI UA	4
209		SWARUP F DAV PUBSCH MUZAFFARNAGAR UP	2
210		DAV CENTENARY PUBSCHOOL SHASTRI NAGAR MEERUT UP	3
211		DAV CENTENARY PUBLIC SCHOOL HALDWANI NAINITAL UA	2
212		SEWARAM DAV PUBLIC SCHOOL AV COLONY SAHARANPUR UP	4
213		DAV PUBLIC SCHOOL NTPC VIDYUT NGR GHAZIABAD UP	1
214		T C DAV PUBSCH BABRALA BUDAUN UTTAR PRADESH	6
215		GAIL DAV PUBLIC SCHOOL DIBIYAPUR AURAIYA UP	2

CHAPTER X

CRUSADE FOR A BETTER PERFORMANCE

DAV has an eclectic approach to evaluation. We have adopted a comprehensive approach while developing and evaluating the all round personality of the child. All the three dimensions—the cognitive, the affective and the psycho-motor—are developed, observed and accessed carefully throughout the entire gamut of school activities.

DAV has embarked on a continuous voyage towards excellence. The journey synthesizes at two levels: at the Organizational level and at the Institutional level.

12.1 At the Organizational Level

In the last decade, DAV College Managing Committee has redefined the focus of its policy. The main thrust now is on consolidation and quality management. For his purpose the Managing Committee has set up several departments to facilitate the developmental process. Development of curriculum and instructional material has special reference of global relevance keeping in view the pace of development in the field of Science and Technology specially generated by the revolution in electronics, computers and media. Thus the process of quantitative and qualitative development goes hand in hand in DAV.

The conceptual clarity which develops in the formative period of childhood eventually forms the foundation for the performance of students at the Secondary or Senior Secondary levels. Hence, various steps have been initiated by the DAV College Managing Committee at the Organizational level, to bring **uniformity** and **quality** in the academic standards of DAV institutions, right from the early childhood stages. In this movement towards academic excellence, the following efforts are worth mentioning:-

12.1 a) Efforts at the Organizational Level :

- ◆ *A common set of books prepared for Classes- Nursery to VIII.*
- ◆ *A need based curriculum for Classes-Nursery to VIII.*
- ◆ *A common assessment system in tune with the CBSE CCE System.*
- ◆ *Regular monitoring of the professional development of our task force.*

- ◆ *A system of inspection for academic counseling.*
- ◆ *Annual analysis of performance in the CBSE Board Examinations (X & XII).*

Today, the completion has grown at a tremendous rate and placement in professional colleges is tough for the students. The DAV has been monitoring performance regularly, and so academic standards are maintained and the immense potential of the deserving students is well harnessed. Performance Analysis is conducted of the DAV schools and colleges and the data trends are highly encouraging.

All the DAV institutions are accountable to not only the DAV Organization, but also to the parents and the society. Keeping this wider perspective in view, self-evaluation functions as a regular exercise in the DAV calendar.

Annual analysis of performance of the schools both of the **CSBE Board Examinations (X & XII)** as well as the **DAV Examination Board** and monitoring assessment has become a part of this regular exercise, at the Organizational level. The data of the performance of schools is viewed from various angles and presented graphically and in tabular forms, after a thorough analysis.

12.1 b) Benchmarking

In our endeavour to ensure that the academic performance of DAV Public /Model Schools is par excellence, we begin with **Benchmarking**.

- ◆ *Collecting of comparative data.*
- ◆ *Analyzing & interpreting the data.*
- ◆ *Defining areas which need reinforcement.*
- ◆ *Outlining remedial measures & steps to implement them.*
- ◆ *Monitoring and reviewing.*

Areas of Benchmarking

The data has already been collected, interpreted and analyzed. The Performance trail reveals Performance Index of the Schools, as well as the Pass%, that has been studied in detail. The achievement levels of X and XII Board Results of our institutions have disclosed some pockets of excellence and some areas where immediate attention is required. This year we have focused on a detailed analysis of the Std XII Board Examination in particular.

12.1.2. Identification of Common Errors

The DAV, thus, sensitizes the educational institutions towards various measures of equipping our students with better examination strategies. The most initial step in this exercise is to identify the gaps in the learning process of our students.

A specific **detail of errors, generally committed by the students**, can form a baseline for our institutions in formulating specific corrective measures. The Common Errors (enlisted below), as sorted out from the mistakes generally committed by students in the Board Examinations, might serve the purpose of food for thought for the teachers as well as students and facilitate introspection.

- ◆ *Answers not properly structured.*
- ◆ *Tendency to write more than what is required.*
- ◆ *The content included by the student being irrelevant or incomplete.*
- ◆ *Word limit not properly adhered to.*
- ◆ *In essay type questions, students unable to organize the material.*
- ◆ *Inability to comprehend application-based questions specially which are in the form of quotations.*
- ◆ *Poor expression due to lack of proper vocabulary.*
- ◆ *Wrong interpretation of questions.*
- ◆ *When statistical data is given, students commit mistakes in calculating and also forget to write the unit of measurement.*
- ◆ *Incongruent in creative writing (Lack of practice).*
- ◆ *Lack of continuity and frequent repetitions.*
- ◆ *Inability to deduce the meaning of unfamiliar lexical items.*
- ◆ *Inefficient in writing short answer questions due to lack of practice.*
- ◆ *Confusion between some (similar) behavioral verbs.*

12.1.3. Remedies for further Enhancement in the Performance

A large part of the difference in performance is due to differences in the way the students approach their studies. Faring well in examinations is a skill, that needs to be developed: To know a little and to present that little well, is by and large, superior to knowing much and presenting it poorly, when judged by the grade received. A neat bundle, with a beginning and ending, is very satisfying for the examiner.

The following suggestions might stimulate **Collaborative Partnerships** to facilitate enhancement of the study skills in every student.

12.1.3. a) Suggestions:

- ◆ *Through practice in all type of questions.*
- ◆ *Value points to be emphasized very clearly.*
- ◆ *Action verbs to be clearly explained.*
- ◆ *Still more practice be given in application based questions.*
- ◆ *Sense of inquiry to be encouraged in students by encouraging them to ask questions (How/Why).*
- ◆ *Difficult topics to be identified and dealt in detail; till the concept is clear.*
- ◆ *Revision to be carefully done.*
- ◆ *Model answers to be provided in some cases.*
- ◆ *Causes and consequences to be explained, with examples.*
- ◆ *Students to be given training to read questions properly.*
- ◆ *More effective use of Audio-Visual aids.*
- ◆ *Special test materials to be developed.*
- ◆ *Selective study always to be discouraged.*
- ◆ *Students to be encouraged to use their own reasoning instead of giving stereo-type answers.*
- ◆ *Thorough practice to be given to study and interpret the data/diagrams/graphs etc.*

Practice makes a man perfect.

A probe into **subject-wise** specific list of **remedial suggestions** to correct the common errors has also been prepared for the benefit of the faculty members of our schools. All the subjects are covered under three broad headings. It is expected that still more specific errors will be identified by the faculty members of every school, while analyzing the performance of their students.

12.1.3. a-i) Suggestions: Languages

1. *Teachers need to be aware of the objectives of teaching different aspects/skills of language.*
2. *A conscious development of listening skills in students can lay a strong foundation in imbibing the nuances of the language.*
3. *To improve comprehension, students can be given graded passages to provide different levels of complexity for improving linguistic competence.*

4. *For word attack enough practice can be given in puzzling out the meanings of the given words from the text.*
5. *Practice to be given in reading skills. Skimming and scanning strategies should be cultivated. Students to be encouraged to read material beyond the text to internalize language as a whole.*
6. *While teaching grammar, a teacher should focus on the functional aspect and its application and apply it in natural situations/contexts.*
7. *In letter writing, practice to be given on variety of topics.*
8. *More practice is required in writing compositions, and the importance of both content and expression should be brought out, to help the students write better articles.*
9. *In teaching poetry, teachers should adopt new techniques and strategies through play of words, figures of speech, so that students learn to appreciate poetry.*
10. *Thorough knowledge (recall of the important points) of the text (Supplementary Reader) should be emphasized.*
11. *A variety of questions (factual, global, analytical, evaluative etc.) be framed for practice. Clear idea about the marking scheme be given.*
12. *More discussion on open-ended questions should be taken care of. Students should be exposed to a lot of extrapolatory questions, to trigger critical and analytical thinking.*

These points are applicable to the process of teaching-learning of all the languages: Hindi, Sanskrit, English etc. However, English being the medium of instruction, an overall **command over English** can help **enhance the performance in all other subjects as well.**

12.1.3. a-ii) Suggestions: Science and Mathematics

1. *Sufficient practice be given to the students to solve a variety of questions based on the same concept. Parallel questions may be framed by changing statements and situations and given as regular assignments for practice.*
2. *Sufficient practice should be given in solving sums & numericals.*
3. *Revision of concepts is very necessary before starting any new topic.*
4. *Comprehension of concepts is important rather than rote learning/memorizing of concepts.*
5. *Emphasis to be laid in the basics of the concepts.*
6. *Teaching-learning of Science/Mathematics needs more of experimenting and discovering rather than explaining.*

7. *Students should be given a lot of regular practice with tables/basic formulae to avoid mistakes in simple calculations.*
8. *Sufficient time should be set aside for revision to take care of careless mistakes (e.g. forget to write the unit of measurement).*
9. *Visits to Science Centers, Science Museums, Botanical Gardens, Zoological Parks, National Laboratories (Physics/Chemistry), Planetarium etc.) can generate interest in the subject by facilitating conceptual clarity.*

Truth not only must inform but also must inspire. If the inspiration dies out and the information only accumulates, then truth loses its infinity.

12.1.3. a-iii) Suggestions: Social Sciences

1. *Thorough practice to be given to study statistical data.*
2. *Correlation to be established with Current Affairs, National Issues, International Issues.*
3. *Time line charts and handy charts may be used while teaching History.*
4. *Every aspect (different interpretations/explanations) to be clarified while teaching.*
5. *Selective study should strictly be discouraged.*
6. *Frequent use made of Audio-Visual aids (Films etc.) to generate interest in Social Science.*
7. *Model answers may be given to confusing questions from difficult topics.*
8. *Action words (explain, compare, trace etc) should be clearly explained to students.*
9. *Causes and consequences to be explained with examples.*
10. *More practice to be provided for application based questions.*
11. *Chapters having more weightage should be given more time. While managing the content, the teachers should be able to grade it.*
12. *Practice should be given in graph reading and graph making.*
13. *Practice to be given to read and interpret the diagrams.*
14. *Sufficient practice to be given in map work (using outline maps). Map filling indicating symbols, proper index and also studying different kinds of maps to be practiced.*
15. *Classrooms can become lively by involving the children in interactive activities. Group Discussions and Project Methods to be organized to teach difficult concepts.*
16. *Visitation to relevant places (Historical monuments, Museums, Parliament, Planetarium etc.) can facilitate conceptual clarity in the students.*

17. Exposing the students to contemporary leaders of repute (interview etc.) can facilitate conceptual clarity in the students

Education is not the filling of a bucket, but the lighting of a fire.

12.1.3. b) In-service Education

In the process of enumerating remedies for enhancing the performance, in-service education plays a very vital role. This calls for **professional development** of the task force of our schools. DAV Organization has a two-pronged strategy to cover this area.

- ♦ *To facilitate the teachers in enhancing the quality of teaching learning process, to meet the challenges of modern education.*
- ♦ *To sensitize the principals towards building a strong team of focused teachers who feel accountable for improving the performance of students.*

The DAV IIER (*DAV Institute of In-service Education and Research*) caters to this are in coordination with the schools as well as the Public School Cell. **Customized training programmes** are being organized to take care of the special needs of our schools. These programmes have to finally, filter down in such a way that the schools, at their own levels, start a vigorous pursuit of the task of **academic supervision** in order to maintain **effective instructional transaction** in each subject.

12.2 At the Institutional Level

The aim of the DAV Organization is to be expand the assessment repertoire and explore multiple ways to enhance the attainment level of the students. Every institution is expected to join hands in this endeavour. The following aspects need a careful consideration at the institutional level to create a comprehensive feedback system to gauge the effectiveness and efficiency of the schools.

12.2. a) Guidance & Counselling

for providing awareness to the teachers and parents in the:

- ♦ *Identification of the student's inherent potential.*
- ♦ *Selection of streams.*
- ♦ *Identification of individual needs.*
- ♦ *Framing/Implementing corrective steps.*
- ♦ *Enhancing the existing performance levels.*

12.2. b) Coordination between teachers, students and parents to monitor the:

- ♦ *Attendance of students.*
- ♦ *Home timetable of students.*
- ♦ *Conceptual clarity in the content areas.*
- ♦ *Allocation of assignment in different subjects.*
- ♦ *Cultivation of examination skills.*

12.2. c) School-Based Activities for Teachers for:

- ♦ *Enlisting difficult topics from the prescribed syllabus.*
- ♦ *Gaining awareness of the changes in the prescribed syllabus.*
- ♦ *Preparing a Blue Print and Sample Question Papers along with Marking Schemes.*
- ♦ *Monitoring the preparation of each and every student.*
- ♦ *Sorting out and implementing remedial measures.*
- ♦ *Understanding the psychological issues related to adolescents.*

Teachers would require support for developing, updating the above mentioned professional skills. Access to required materials can be arranged. Resources can be pooled and exchange programmes with other schools can also be organized.

Handle with care! You can make or mark them.

12.2. d) School-Based Programmes to Improve the Transaction of Curriculum for:

- ♦ *Stimulating thinking skills in children with the help of questioning skills.*
- ♦ *Regular reinforcement to follow the correction work.*
- ♦ *Regular/effective use of teaching aids (maps, charts, globe, lab equipment etc.)*
- ♦ *Regular use of Internet for retrieving relevant information.*
- ♦ *Making project work a regular part of the curriculum.*
- ♦ *Developing subject labs where they can experiment, prepare scrap-books, charts, graphs, articles etc.*
- ♦ *Facilitating students in their preparation for entry into professional colleges.*

12.3 Comprehensive Approach to Evaluation

Throughout the exercise of Performance Analysis we have tried to draw the attention of our schools towards various ways to **improve** the achievement and proficiency levels of their students in academic areas.

DAV institutions have been functioning with a noble cause of educating the masses for building a healthy, knowledge society and a strong nation. In fact, social service forms the epicenter of all the DAV activities. The missionary zeal with which the institutions have assumed this social responsibility shows commitment to the higher goal of nation building through special packages.

Education has been carried to the doorsteps of the **needy** and the **under-privileged** and even to the remotest corners of India. The task is uphill, the resource meager, but commitment and zeal are tremendous. The Organization has been targeting the *jhuggi* clusters as part of its empowerment and rehabilitation programme. The aim is to enable women and children of under-privileged class to survive in society with the help of vocational skills which are provided to them.

Projects focusing on **social concerns** like gender bias, dowry, drives for environmental sustenance, awareness drives for sanitation and cleanliness, have also been taken up by DAV institutions. The Central Board of Secondary Education has joined hands with DAV College Managing Committee to implement its World Bank sponsored Population and Development Education Project in the CBSE affiliated DAV Public Schools, starting with the States of Bihar, Jharkhand, MP, Chhattisgarh, Rajasthan, UP, Uttaranchal and Haryana.

DAV Schools have been sensitive to the needs of the people who are suffering. Help in the form of cash or kind is extended to the victims of terrorism, fire accident, earthquake and other natural calamities.

Value education forms an integral part of the DAV system of education. To create awareness of *Vedic* values and ideals, *Charitra Nirman Shivirs* and *Jan Chetna Yatras* are being organized regularly. *Arya Yuva Samaj* has spearheaded a campaign to rejuvenate the missionary consciousness in the youth of today.

DAV Organization is making a concerted effort for bringing about a social renaissance in Indian village. The concept of *Arya Model Gram* is gaining

vogue. *Arya Yuva Clubs* have been formed to stimulate the rural population, who have begun to shoulder the responsibility of disseminating literacy, cultivating a sense of basic hygiene, organizing mass marriages, distributing blankets, clothes etc., constructing public conveniences, organizing medical camps, arranging mobile library etc. to uplift the village life. More than 50 villages have already been adopted by our schools/colleges. The youth have enthusiastically collected donations to help the needy and poor and provide basic amenities to the villagers.

Keeping in step with the DAV Ideology our schools are also making a determined bid to bring those **values of personality** within the purview of evaluation, which though important for life, are not being covered by the system of summative evaluation. In-fact, the Indian public has begun to identify DAV as educational institutions with a **sound value system on a sound academic base.**

*Destiny is no matter of chance, it is a matter of choice;
It is not a thing to be waited for, it is a thing to be achieved.*
WILLIAM JENNINGS BYRON

*May we assemble and march forward
with a common purpose.
May we confer together with open minds and
work together harmoniously
for common good.*

*May we pool our thoughts for integrated wisdom
and always work actuated by higher ideas.
because, our ancestors achieved their high eminence
and fortune on account of their unity.*

//Rig 10.191.2 //